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ABSTRACT

This descriptive report summarizes data on students enrolled in the Des Moines Independent Community School District's English as a Second Language (ESL) program for Southeast Asian students. By law the district is required to provide special English instruction for students who have a limited command of English. Goals of the ESL program include: (1) providing students with the English language skills appropriate to their grade level, and (2) helping students succeed in academic as well as vocational subject areas. The report includes a program description, the evaluation plan, ESL budget information, descriptive statistics on 588 ESL students in grades 2 through 10, and research considerations concerning the relationships between learning English and various background variables. Appendices include data gathering forms; a narrative of the history and culture of the seven ethnic groups represented by Southeast Asian immigrants in Des Moines; a summary of the Bilingual Syntax Measure, a test of oral English; and a section of the Iowa Code relating to ESL programs. Findings summarized at the end of the report include data on average time spent in class, ethnic distribution of ESL students, school attendance rates, and length of time enrolled in Des Moines schools. (LC)

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ED231873

REPORT OF EVALUATION

English as a Second Language for Southeast Asian Students

1981-82

Department of Evaluation and Research
Des Moines Independent Community School District
1800 Grand Avenue
Des Moines, IA 50307

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Director of Evaluation and Research

October 21, 1982

TM 830 964

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DEPARTMENT OF EVALUATION AND RESEARCH
EVALUATION ABSTRACT

October 21, 1982

PROJECT TITLE:	English as a Second Language: Southeast Asian Students	
PROJECT COORDINATOR:	Wesley Chapman	
PROJECT STAFF:	1 ESL Consultant	10 Secondary Teachers
	13.5 Elementary Teachers	6 Bilingual Tutors
OPERATIONAL SITES:	14 elementary schools: Adams, Cattell, Granger, Hanawalt, Hillis, Howe, Hubbell, Madison, Moore, Oak Park, Samuelson, Wallace, Windsor, Woodlawn	
	3 junior high schools: Callanan, Harding, Weeks	
	3 senior high schools: Hoover, North, Tech	
TARGET POPULATION:	867 Southeast Asian students in Grades K-12	
FUNDING:	Amount budgeted:	$545,126.00
	Amount expended (excludes summer school):	$608,203.94
	Transportation costs:	$113,353.20
	TOTAL (district paid the deficit):	$721,557.14
	Sources of outside funding:	
	Title IV B	$22,260.00
	Refugee Act of 1980	$117,490.32

COMMENTS:

This report is primarily descriptive. The purpose was to summarize the background of students enrolled in the district English as a Second Language (ESL) program for Southeast Asian students. By law the district is required to provide special English instruction for students who have limited command of English. The ESL program for Southeast Asian students began in 1975 with 198 students. Today there are 867 students enrolled. Goals of the ESL program include: 1) providing students with the English language skills appropriate to their grade level, and 2) helping students succeed in academic as well as vocational subject areas.

Instruction is designed to meet the immediate communication and academic needs of the students. Usually students have little or no English proficiency when they enter the program. The goal is to teach them enough English so that they can enter the mainstream classes and keep up with their classmates. At the elementary level the program is designed as a pullout from selected classes whereas, at the secondary level, students are scheduled into an ESL class regularly one or more hours per day.

The report includes a program description, the evaluation plan, budget, descriptive statistics of 588 ESL students in Grades 2 through 10, and the relationships between learning English and background variables. Appendices include data gathering forms, a narrative describing the history and culture of Southeast Asian immigrants in Des Moines and a summary of the Bilingual Syntax Measure. Also included are reading samples in four Southeast Asian languages and a section of the Iowa Code (280.4) relating to nonEnglish speaking student programs.

FINDINGS:

1. Eight hundred sixty-seven students (2.6 percent of district enrollment) received ESL instruction during the 1981-82 school year. This number has increased dramatically from the 1975-76 year when 198 enrolled. On the average,

students attended ESL classes for 287 minutes per week. ESL services are concentrated among the students with lower English proficiency, where those who need more help are provided more instruction.

2. At the end of the 1981-82 school year, 108 students (20 percent of the study population) were at Level 5 or Level 6 proficiency and, according to program guidelines, were ready to exit the program. Sixty-two percent of the students were still at the Level 3 (also called "survival English" level) or below. These students needed more ESL instruction.

3. Ethnic distribution of ESL students followed this rank order: (1) Laotian (39%), (2) Hmong (23%), (3) Tai Dam (19%), (4) Vietnamese (8%), (5) Cambodian (5%), (6) Chinese (4%), and (7) Korean (2%). Cambodian and Hmong students tended to score lower on the Bilingual Syntax Measure (BSM), a test of oral English proficiency, than did students of other ethnic backgrounds. However, they were also the newer students. Teachers reported that Vietnamese students tended to make better progress in learning English.

4. Four out of ten students (234 of 588) reported a break in schooling between leaving their home country and enrolling in school here. The average gap was over 19 months.

5. The school attendance rate for ESL students (95.9%) was better than the district averages, which were 94.4 percent at elementary and 91.9 percent at secondary.

6. The longer students were enrolled in Des Moines schools, the higher their tested oral English proficiency. Of the background and educational factors considered, length of time in school was the best predictor of how the students performed in oral English.

7. Students were tested in reading their native language. There was not a clear pattern found regarding reading ability in native language and learning of English. Approximately 46 percent of the students could not read in their native language. The percentage was highest for Hmong (63% could not read) and lowest for Vietnamese (30% could not read).

RECOMMENDATIONS:

1. Limited English speaking students should continue to be provided special language instruction. Given the importance of language in our schooling and society, it is crucial that students gain proficiency in the English language.
2. Clearer entrance, placement, and exit criteria should be developed. Criteria in addition to an oral test (the Bilingual Syntax Measure) should be employed.
3. Differential instruction for newer immigrant students should be designed. Lower elementary students most likely cannot read their native language; many Southeast Asian students do not come from a tradition of schools or dealing with printed material. These differences should be considered in designing instruction.
4. Improved recordkeeping should be developed to provide easier access to information about students. This would also facilitate a follow-up of students who exit the program.

A copy of the complete Evaluation Report is available upon request from the Department of Evaluation and Research, 1800 Grand Avenue, Des Moines, IA 50307.

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PROGRAM DESCRIPTION

The Des Moines Independent Community School District conducts an English as a Second Language (ESL) program for Southeast Asian Students. Students who have limited command of English are provided instruction in English. The program has been in operation since 1975, but the number of students enrolled has jumped dramatically from 198 in 1975 to 867 in 1981. Originally, most immigrants were from Vietnam, but over the past several years there has been a change and currently most students enrolled are Lao, Hmong or Tai Dam. In contrast to earlier immigrants, the new groups have suffered more disruption of living conditions often spending years in refugee camps. They have fewer educated adults to guide their youngsters in school adjustment.

Most of the Southeast Asian refugees arrived in the Des Moines area unable to speak or read English. There was a clear need for some type of compensatory educational program for school-aged children to help them master English. The purpose of the ESL program is to provide special instruction in English (speaking, reading and writing) so students can learn the language and be assimilated into the regular academic programs to join their American classmates.

Much of the ESL instruction emphasizes oral skills. When students first enter the program an audio-lingual approach is commonly used. Teachers speak in English, students listen, and then repeat. The emphasis is on individual recitation and drill. Teachers try to individualize instruction whenever possible. Some language experience techniques are employed as students progress. This involves eliciting vocabulary which is functionally related to the students. Instruction is then built upon the experiential vocabulary where students write short stories using the familiar words.

ESL instruction is not offered in every building. Twenty schools (fourteen elementary, three junior high, and three high schools) have been designated as ESL centers. Southeast Asian students who need extra English instruction are transported to one of these schools at district expense.

All ESL instructors are certificated teachers. All have a background in teaching language, reading or English. During the year several inservice sessions were conducted for the staff in teaching ESL.

Evaluation Plan

Upon request of the Board of Education, an evaluation study of the ESL program was begun. Several preliminary planning meetings were held during the summer of 1981. After meetings with the Director of Intercultural Programs and the Assistant Superintendent for Instruction, the program evaluator drew up a proposal for evaluation. Consultation was made with other members of the Department of Evaluation and Research and the Coordinator of Bilingual/ESL education at the Heartland Area Education Agency. The program evaluator wrote letters to 15 other school districts to request information on evaluations which had been completed on ESL or bilingual programs. Contact was also made with the Iowa Refugee Center in Des Moines and a professor in the linguistics department at the University of Northern Iowa. These efforts were made to gain input from the Asian community and others who were knowledgeable in the area of ESL. The evaluation plan evolved as a cross-sectional design with the measurements (English proficiency, school grades and teacher rating) taken at the same time -- the spring of 1982. Evaluation decisions are often matters of personal choice and not choices between right or wrong. This evaluation plan developed as one author has said, as "an exercise

in dramatic imagination." A combination of archival data, academic performance, and teacher judgment was to be gathered. A rationale for the program and a summary of tests used were also to be included as part of the evaluation report.

Limitations of the evaluation

The scope of the study was limited. First, only Southeast Asian students currently enrolled in ESL would be included. There is also a Spanish bilingual/ESL program within the district but those students were not involved in this evaluation. Second, the population of students was to be those in Grades 2 through 10. Students at lower and higher grades were not included in order to limit the expenses of teacher time and data gathering. By including Grades 2 through 10 there were students representing elementary through high school levels. Third, no comparisons were to be made with nonEnglish as a Second Language Southeast Asian students (those who had either exited the program or had never been enrolled). This was done to limit the size of the study and to make it more manageable.

Aside from name, birthdate, grade and native language, little background information has been recorded for ESL students. Therefore, a major task during the first year of evaluation was to determine exactly what information should be compiled. Appendix A is a copy of the student profile form designed to gather background data, test and grade information for the ESL students. With the evaluation questions identified, the task was to gather, code and store the information.

Evaluation questions

The first major objective of the evaluation was to provide descriptive statistics about the ESL students. What grades were they in?

What countries had they come from? How long had they been in the United States? Could they read their native language? How often were they absent? These and other descriptive type questions are answered in this report. Another basic purpose of the evaluation dealt with student performance. How did students progress in learning English? Did the amount of ESL instruction make a difference in the rate of English acquisition? How much ESL instruction was being provided? Did some groups of students learn English faster than others? Finally, costs for the program were to be analyzed. The program included a large number of staff and students. Cost figures were to be gathered in order to provide administrators and the public an idea of the expense involved.

Audience

This report will be of interest to school board members, ESL teachers, concerned members of the community including leaders of the Southeast Asian community, and those who administer ESL programs. The information will help in describing the students who are enrolled in the Des Moines ESL program and in considering changes in the curriculum.

Goals of the Program and Rationale

Two major goals of the ESL program, according to the district curriculum guide, are: 1) to provide students with the English language skills appropriate to their grade level, and 2) to help students succeed in academic as well as vocational subject areas. To meet these goals, students receive intensive English instruction until they are able to function satisfactorily in their regular classes, at which time they are exited from the program.

The rationale for ESL instruction follows the naturalistic model for language acquisition. As with learning a first language, one learns to

speak first, then read and then write. People learn language by modeling, repeating and conversing.

Limited ability to speak and read English is a primary cause for learning difficulty within the traditional schooling program. According to one author, children do not necessarily pick up a second language through casual experience but require formal training.[1]

Instruction is designed to meet the immediate communication and academic needs of the students by providing them with the language skills they need to communicate effectively in English. ESL instruction is designed to compliment the exposure to English which students receive outside of class. At the elementary level instruction is conducted initially by pullout from reading class. As students progress in learning English, they are returned to the reading class and are alternately pulled out of other courses including health and social studies. At the secondary level, students are scheduled for ESL as part of their regular course of study. Students attend ESL class each day; some are scheduled for one period, others for two or three depending on their level of English proficiency.

There is little disagreement that learning English is essential in our monolingual society. The controversy surrounds the role of schools and how nonEnglish speaking minority children can be taught English in a fashion whereby they do not fall behind in subject matter instruction. Questions also arise as to what methods are best for teaching English and whether students from some geographical regions or language backgrounds grasp English faster than do others.

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[1]Mary Finocchiaro, "Teaching English to Speakers of Other Languages: Problems and Priorities," The English Record, 21 (4) 1971, pp. 39-47.

Today's Immigrants and Early Immigrants

During the decade 1970-80, 7.5 million immigrants entered the United States. This was the second highest number to enter during any ten year period in our history. (From 1900-10, 9 million immigrants came to our country). According to the 1980 census, Asians were the fastest growing ethnic group in the United States during the 1970's. In 1980 there were more than 3.5 million persons in America of Asian descent or 1.6 percent of the U. S. population. Many Southeast Asians immigrated to the Des Moines area. There are currently about 3700 Asian refugees living in Polk County. Appendix B is a summary of the different Southeast Asian cultures represented.

Frequent comparisons are drawn between the role of government today in educating nonEnglish speaking youngsters with its role during the turn of the century. Eighty years ago the government (and schools) did little to help immigrants adjust. There were no ESL programs. Early immigrants did not receive much schooling; rather they started working. Differences between the two groups do not end here. Figure 1 is a list of seven major differences between the immigrants of the early 1900's and the Southeast Asian immigrants of the 1970's and 1980's. Our country is much different now than it was in 1900. Today most youngsters attend school and stay enrolled longer. Technology and communication play a much greater role in everyday life now. The United States has become a more monolingual country with English spoken in over 90 percent of American households today.

FIGURE 1

Differences Facing Early Immigrants (1900-1920) and the New Southeast Asian Immigrants

Early Immigrants[1]	Recent Southeast Asian Immigrants
Youngsters started work	Youngsters enter school
Those who attended school spent few years enrolled	Those attending school spend more years enrolled
Technology and communication needs limited	Widespread technology, communication is crucial (driving, books, computers, radio, T.V.)
English was the usual language in 80% of American households	English is the usual language in 94% of American households
Many immigrants returned to the old country	Southeast Asian immigrants cannnot return
Types of jobs available were predominantly unskilled	Skilled and technical jobs available now
Few physical or racial differences	Physical and racial differences

Since the early 1900's there has been a sweeping change in the nature of jobs. Then there was a predominance of unskilled and manual labor, now the demand is for technical and clerical occupations. Today, "information people" (clerks, key operators, office administrators, and secretaries) dominate the work force. Skilled and technical occupations are projected to grow over the next several decades. In 1950 information occupations comprised 15 percent of the work force; today the figure is over 50 percent. By 1990 the two most common occupations are projected to be secretary/stenographer and retail sales worker.[2] Proficiency in English is necessary for both jobs.

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[1]Based upon several sources: Richardo Otheguy, "Thinking About Bilingual Education: A Critical Approach," Harvard Educational Review, 52 (3) 1982, pp 301-314; Irving Howe, World of our Fathers (New York: Harcourt Brace Jovanovich, 1976); Thomas Sowell, Race and Economics (New York: David McKay, 1975); Yoneji Masuda, The Information Society, (Tokyo: Institute for the Information Society, 1980); U. S. Department of Commerce, Statistical Abstract of the United States, (Washington, DC: GPO, 1977).

[2]United States Department of Labor, Occupational Projections and Training Data, (Washington, DC: Bureau of Labor Statistics Bulletin 2058, 1980).

Many new Asian immigrants do not have a tradition of schooling. Many lived in the countryside where formal schools were not available. The Hmong did not have a written language until the 1950's. They, and most other Southeast Asian immigrants, were unfamiliar with aspects of Western culture when they arrived in the United States. It was difficult to make the transition from little or no education into the most highly developed country in the world. Suddenly, they relocated to another country. There were many major adjustments such as living in a city, reading signs, shopping and attending school.

BUDGET AND EXPENDITURES

Figures 2a and 2b show the amount expended and the sources of funding for the ESL program. The school district provided the largest percentage (81 percent) of the total amount spent. The final year for Title IV B was 1982, so this source will not be available in forthcoming years. Because the report deals only with the 1981-82 school year, budget figures for summer school were not included. The ESL consultant has records pertaining to the 1982 summer school program.

FIGURE 2a

ESL Budget, 1981-82[1]
(Source: Department of Intercultural Programs)

	Budgeted	Expended
Teachers, Tutors, Consultants, Salaries	$516,847.00	$581,304.00
Travel	3,902.00	2,335.82
Supplies	2,117.00	578.97
Title IVB		
Audio Visual	9,275.00	10,177.00
Library Books	9,275.00	10,641.00
Equipment	3,710.00	3,167.15
Subtotal	$545,126.00	$608,203.94
Transportation		$113,353.20
TOTAL (including transportation)		$721,557.14[2]

[1]Does not include expenses for 1982 summer school ($16,136.00 budgeted; $16,305.00 expended).

[2]District paid deficit ($176,431.14).

FIGURE 2b
Sources of Funding
ESL, 1981-82

Source	Amount
Title IV B	$ 22,260.00
Refugee Act of 1980, Entitlement	117,490.32
Des Moines Independent Community School District	405,376.00
Total	$545,126.32

DESCRIPTIVE STATISTICS

District enrollment

The number of Southeast Asian students enrolled in the Des Moines Independent Community School District has increased steadily since 1975, reflecting the national immigration pattern. Table 1 is a presentation of the number of Asian students enrolled by year and the number of students receiving ESL instruction. Enrollment in ESL has consistently increased while the total district enrollment has decreased. There was a sharp rise in ESL enrollment beginning in 1978. Eight hundred sixty-seven students (2.6 percent of the district enrollment) received ESL instruction during the 1981-82 school year.

TABLE 1

Southeast Asian Students Enrolled in Des Moines Schools
1975-1981

School Year	Number of Students in ESL	Total Number of Southeast Asian Students Enrolled
1975-76	198	198
1976-77	392	392
1977-78	458	458
1978-79	450	587
1979-80	575	751
1980-81	660	1041
1981-82	867	1354

Study population

There were 588 students for which background data were gathered. These students comprised the population for the study. Grade level, ethnic category and language spoken at home for the students are displayed in Tables 2 and 3. Three ethnic groups (Hmong, Lao and Tai Dam) made up over 81 percent of the ESL enrollment with relatively few Vietnamese (45) enrolled. The language spoken at home followed ethnic

group closely; the most prevalent languages were Lao, Hmong, and Tai Dam. English was listed as the primary language spoken at home by only three students.

TABLE 2

Grade level of Study Population

Grade	Number
2	71
3	49
4	49
5	57
6	42
7	62
8	64
9	116
10	74
Not reported	4
Total	588

TABLE 3

Ethnic Group and Language Spoken at Home

Category	Ethnic Group		Language Spoken at Home	
	Number	Percentage	Number	Percentage
Cambodian	29	4.9	27	4.7
Chinese	25	4.3	28	4.8
Hmong	135	23.0	131	22.7
Korean	10	1.7	8	1.4
Lao	228	38.8	230	39.8
Tai Dam	114	19.4	113	19.6
Vietnamese	45	7.7	35	6.1
Other	1	.2	6	1.0
Total	587	100	578	100

Table 4 shows place of birth for the students. Most students were born in Laos.

TABLE 4

Place of Birth

Country	Number	Percent
Cambodia	32	5.5
Korea	10	1.7
Laos	481	82.8
Vietnam	55	9.5
Other	3	.5
Total	581	100

Two hundred twenty-three of the students in the study group reported a break between schooling in their native country and the time they entered school in the United States. For many the break was over 22 months. Table 5 shows the number of students reporting a break in schooling and the length of the break. The average break was over 19 months. [Forty percent of the ESL students (237) had received some English instruction in a refugee or resettlement camp before entering the United States.]

TABLE 5

Length of Break in Schooling,
Native Country to United States

Months	Number
1-2	10
3-4	18
5-6	29
7-10	14
11-14	46
15-18	21
19-22	4
23-26	25
More than 26	42
Total	223

Average = 19.2, Range = 1-84

Eighty-six students (15%) had attended other U. S. schools before moving to Des Moines. Half of those had attended other schools in Iowa before moving to Des Moines. As of April, 1982, the students had been enrolled in Des Moines schools on the average of just over two academic years, assuming nine months per year. Table 6 is a depiction of the time in the United States and time enrolled in Des Moines schools.

TABLE 6

Length of Time in United States and in Des Moines Schools

	Average	Range
Months in U. S. (through April, 1982)	27.4	4-89
Months in Des Moines schools (through April, 1982)	19.4	2-68

Students in Grades 7 and 8 get more ESL instruction than do students at either the elementary or the high school level (see Table 7). The lower amount for elementary students (211 minutes per week) may be explained by the program organization. At the elementary level, the classes are conducted as resource rooms where students are pulled out of their classes an average of 42 minutes per day. However, at the secondary level, many students are scheduled for more than one ESL class per day; therefore they have increased minutes of instruction. It is not clear whether they are scheduled for more classes due to a need for more instruction or simply because of the ease of scheduling.

TABLE 7

Amount of ESL Instruction by Level

Level	Number of Students	Average Number of Minutes Per Week of ESL Instruction
Elementary Grades 2-6	255	211
Junior High Grades 7-8	110	428
High School Grades 9-10	161	313
Total	526	287

The attendance rate of ESL students is better than the district average. Table 8 shows first semester and total year attendance rates. Attendance data were gathered for 333 students for the entire year in order to provide a comparison between first semester and second semester attendance. The attendance rate for ESL students was somewhat lower for the second semester, but still above the district figures.

TABLE 8

ESL Student Attendance Rate
1981-82

Period	Number of Students	Average Number of Days Present	Attendance Rate	District Attendance Rate
First Semester	418	83.3	96.3%	----
Total Year	333[1]	171.7	95.9%	94.4% Elementary 91.9% Secondary

[1]Attendance rate gathered for a sample of students for entire year. The sample was selected by building.

Progress in learning English

Three different measures of student learning were gathered: scores on the Bilingual Syntax Measure (BSM) (see Appendix C) both at the beginning of the year and the end of the year, academic grades in subjects, and teacher judgments as to how well the students were progressing. Tables 9 through 12 depict the results for the three measures. Many students progressed in oral English facility as shown on Table 9. At the beginning of the 1981-82 year, 17.3 percent of the students tested at BSM Level 1; at the end of the year only 5.5 percent was at Level 1.

BSM Levels are used as guidelines for student progress and exit from the program. Level 1 is described as "No English;" Level 2 is "English Comprehension only;" Level 3 is "Survival English;" Level 4 is "Intermediate English;" Levels 5 and 6 are "Proficient English I" and "Proficient English II."

TABLE 9

Tested Bilingual Syntax Measure (BSM)[1] Level
Fall 1981 and Spring 1982

Level	Fall 1981		Spring 1982	
	Number	Percent	Number	Percent
1	99	17.3	29	5.5
2	86	15.0	65	12.3
3	243	42.5	235	44.5
4	87	15.2	91	17.2
5	54	9.4	98	18.6
6	3	.5	10	1.9
Total	572	100	528[2]	100

[1]See Appendix C for a discussion of the BSM.

[2]Thirty-six students transferred or dropped out. Spring scores were not obtained for eight students.

Tables 10 and 11 show average class grades and the number of students enrolled by course for first and second semester. Second semester grades were gathered for only ninth and tenth graders. More ESL students took math for credit than any of the other academic disciplines, and generally they did well in the course. Math was their second highest grade average behind art and music. Reading and science were the lowest areas for first semester. English and science were lowest for second semester. During both first and second semesters, students performed better in courses which were less reliant on language -- art, music and math.

TABLE 10

Academic Grades for ESL Students for First Semester
1981-82 School Year

Course	Grade Average (4.0 = A)	Number of Students
Art/Music	3.06	217
Math (Algebra, Geometry)	2.67	485
English (Language Arts, Literature, Composition)	2.49	216
Social Studies	2.41	238
Science	2.35	215
Reading	2.32	243

TABLE 11

Academic Grades for Ninth and Tenth Grade ESL Students Second Semester 1981-82 School Year

Course	Grade Average (4.0 = A)	Number of Students
Art/Music	3.20	20
Math	2.37	119
Social Studies	1.78	45
English	1.74	31
Science	1.72	28

An overall teacher rating of pupil progress served as the final measure of student learning. Teachers made a global judgment about students' progress in learning English. Each ESL instructor assigned a level of progress of 1, "has not made normal progress for his/her age and grade level" 2, "has made normal progress," or 3, "has made better than average progress." Table 12 shows the results. When comparing reported progress and ethnic group, teachers said more Vietnamese students made better than average progress while more Hmong students made below normal progress.

TABLE 12

Teacher Rating
"In your judgment how has this student progressed in learning English over the past year?"

Category	Number of Students	Percentage
Has not made normal progress for his/her age and grade level.	71	12
Has made normal progress.	346	60
Has made better than average progress.	160	28
Total	577	100

Ability to Read Native Language

One of the concerns mentioned during the planning of the evaluation had to do with literacy in native language. Would students who already knew how to read their native language be able to learn English faster? In order to test the hypothesis, students were tested in one of four languages in the spring of 1982. Reading samples were obtained in Cambodian, Hmong, Lao and Vietnamese and the excerpts are included in Appendix D. ESL teachers administered the reading sample assessment to each of their students, individually rating them on a scale from 1 (cannot read) to 5 (reads well). This procedure simply measured the ability of a student to sight read in his/her native language. It was not a measure of comprehension or translation. It assessed only word recognition and reading aloud or verbalizing in one's native language. Table 13 shows the distribution of student reading levels.

Before the procedure was used by all ESL teachers, four teachers at three schools pilot tested the native language reading materials by administering the reading measure to their students. The following week, bilingual translators (one Laotian and one Vietnamese) administered the same reading measure independently to the same students. A correlation was computed between the two measures as an estimate of reliability. The simple correlation for the 45 cases was $r=.86$. The average rating given by the teachers was 2.3 and the average rating from translators was 2.2. Based upon this strong relationship, ESL teacher ratings alone were used at the remaining schools.

TABLE 13

Reading Level in Native Language

Language	Reading Ability[1]				
	Cannot Read		Some Reading		Reads Well
	1	2	3	4	5
Cambodian	24 (54%)	0 (0%)	3 (7%)	9 (20%)	8 (18%)
Hmong	91 (56%)	12 (7%)	17 (10%	28 (17%)	14 (9%)
Lao	123 (35%)	24 (7%)	37 (10%)	54 (15%)	113 (32%)
Vietnamese	19 (25%)	4 (5%)	1 (1%)	8 (10%)	45 (58%)
Total	257 (40%)	40 (6%)	58 (9%)	99 (16%)	180 (28%)

[1]Reading samples were at three levels: beginning, intermediate, advanced. Some students took more than one reading sample test.

RESEARCH CONSIDERATIONS

Background Characteristics and Achievement

In a theoretical sense, background characteristics may be viewed as contributing to school achievement. Students who had more schooling before coming to the United States, who had experiences with a written language, and who have been in the country longer would be predicted to do better on language acquisition than students who had none of these apparent advantages. Different ethnic (and therefore language) backgrounds may be related to differences in school achievement.

It is somewhat misleading to look at a single relationship between two characteristics without considering the effects of other factors. Previous achievement, ethnic background, native language, time in the schools, sex, mobility, and attendance rate may relate to learning English in the ESL program. In designing the evaluation study, various predictive factors were labeled and layed out in a diagram. Figure 3 is a schematic of the three major factors: Time, Background, and ESL Instruction, which were presumed to have an effect on the dependent variable, Oral English Proficiency. Some other possible contributing factors which were hypothesized to be good predictors of language learning were labeled and placed on the diagram also. At this point the figure represented only an educated guess.

After analyzing the interrelationships using a forward stepdown multiple regression technique, where one factor at a time is accounted for, a simplified schematic was developed which appears as Figure 4. This is a simpler presentation of Figure 3 which was drawn from the data. The first figure was the assumed picture while the second one is the picture based upon the data analyses.

FIGURE 3

ASSUMED RELATIONSHIP BETWEEN
ENGLISH LANGUAGE ACHIEVEMENT AND OTHER
PREDICTIVE FACTORS

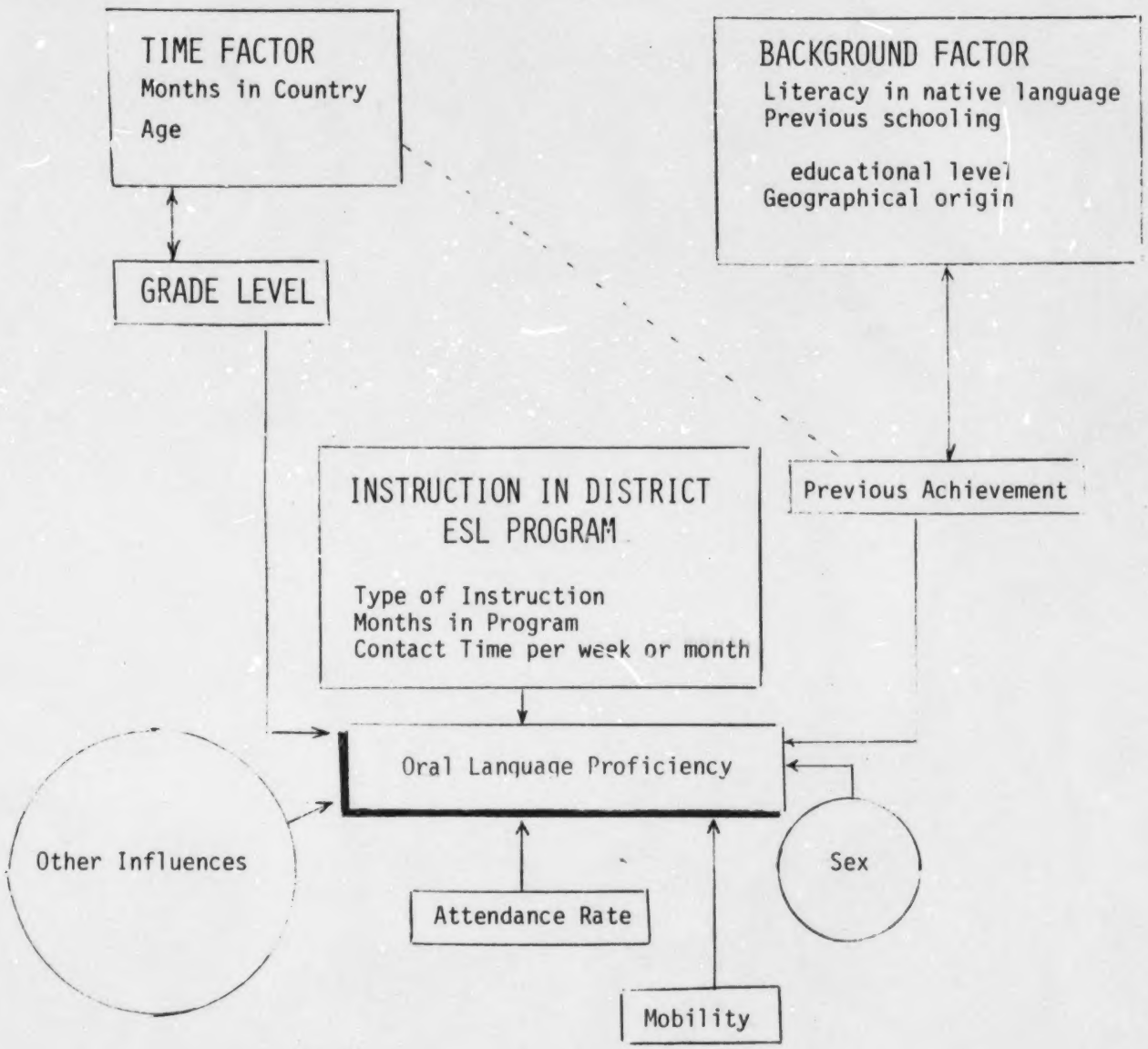
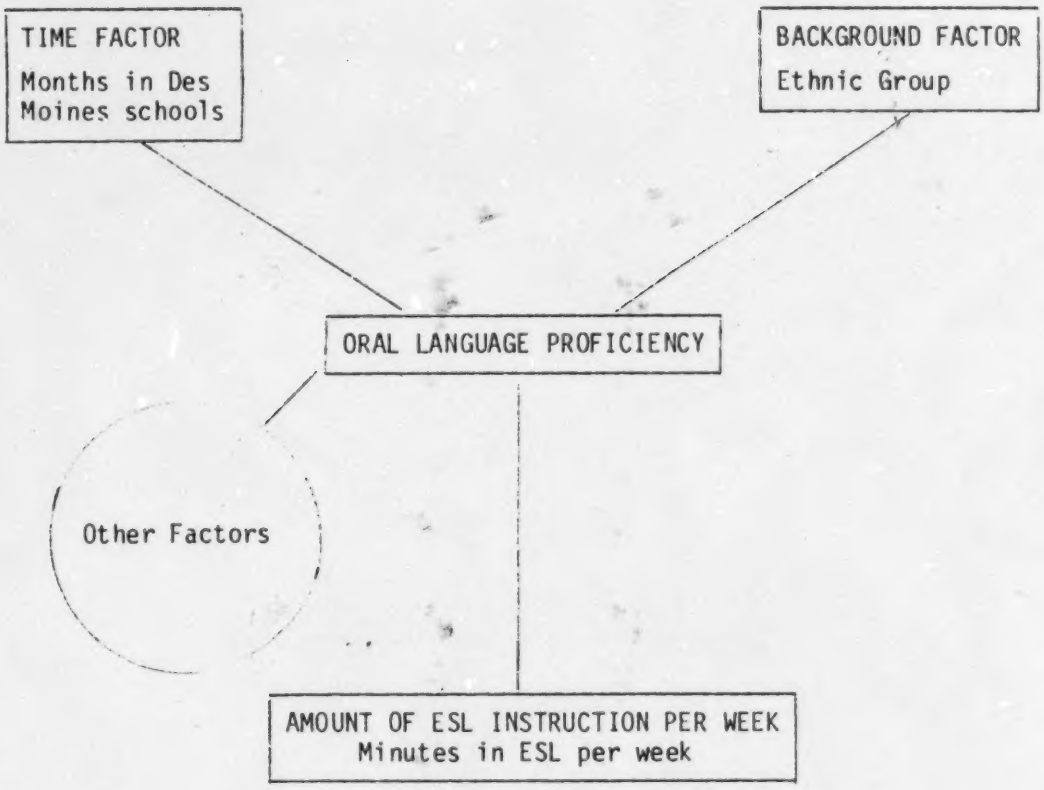


FIGURE 4

Simplified Relationship Between Oral English Proficiency
and Other Factors



The time factor (as measured by months in Des Moines schools) correlated highest (r=.5) with the Bilingual Syntax Measure (BSM) score. This means that the longer a student had been enrolled in Des Moines schools, the better he or she did on the measure of oral English. Two other factors (ethnic background and amount of ESL instruction per week) were related to the BSM performance, but the relationships, while significant, were not strong. When added together, the three predictive factors (Time, Ethnicity and Amount of ESL Instruction) had a multiple correlation of R=.54 with BSM scores. The three factors in concert accounted for a third of the variance in BSM scores. Vietnamese and Tai Dam students tended to score higher on the BSM while Cambodian and Hmong students generally scored lower.

Evaluation can communicate only a relatively small set of categories and constructs. Much of the learning of oral English is not accounted for in this study. Factors not measured which may also relate to learning of English include: students' intelligence, the type of instruction which the students actually received, the expectations teachers and parents placed on the students, the literacy level of parents, and the socio economic background of the family, to name but a few.

A series of statistical procedures were used to determine the relative influence of each variable in the assumed relationship design (Figure 3). Sex, attendance rate, and mobility were found not to correspond with oral English proficiency. Reading level in native language did not correlate with BSM performance; however, months in Des Moines schools, ethnic group, and amount of ESL instruction did.

Months in the total educational program was the single best predictor of tested proficiency in English. It was even more predictive of learning

English than the amount of direct ESL instruction (as measured by minutes of contact per week). This could be explained by the fact that students with lower English skills get more instruction in the Des Moines ESL program. As with most remedial type programs, those students at the lower skill level are typically provided more instruction.

Table 14 shows a breakdown of tested BSM Level by months in Des Moines schools. Of those students who have been enrolled over 18 months (two academic years), only 2 percent were at Level 1 or Level 2, while 35 percent were at Level 5 or 6.

TABLE 14

Months in Des Moines Schools and Tested Bilingual Syntax Measure (BSM)

Months in Des Moines Schools	BSM Level					Total
	1	2	3	4	5 or 6	
2-9	27 (17%)	42 (27%)	65 (41%)	17 (11%)	7 (4%)	158
10-18	2 (1%)	19 (11%)	89 (54%)	26 (16%)	30 (18%)	166
19 or more	0 (0%)	4 (2%)	81 (40%)	48 (23%)	71 (35%)	204
Total	29 (5%)	65 (12%)	235 (44%)	91 (17%)	108 (20%)	528

The time factor could include a number of influences -- only some of which relate to schooling. Time itself is not causing the change; rather, it is events which happen over time which promote the learning of English. The first possible explanation relates to ESL instruction. The longer the students have been enrolled in Des Moines schools, the more ESL instruction they have received and the more total academic experiences they have had. Indirectly, this finding might be viewed as an argument in favor of including ESL students in mainstream schooling.

Second, the longer the students have been enrolled, the more interpersonal experiences they have had in and around school and out of the classroom: experiences such as socializing before and after school, playing with others during recess, extra-curricular activities (clubs, sports), lunch time, and traveling to and from school.

Finally, the longer a student has been enrolled, the more cultural experiences he or she nas had in the United States. Youngsters use and learn the language by listening to the radio, watching T.V., traveling, shopping, playing with others, reading, riding the bus and other typical out of school behaviors. In short, learning of English occurs over time but the positive effects of ESL instruction are complemented by other real life experiences.

COMMENTS

This report is primarily descriptive. The purpose was to summarize the background of students enrolled in the district English as a Second Language (ESL) program for Southeast Asian students. By law the district is required to provide special English instruction for students who have limited command of English. The ESL program for Southeast Asian students began in 1975 with 198 students. Today there are 867 students enrolled. Goals of the ESL program include: 1) providing students with the English language skills appropriate to their grade level, and 2) helping students succeed in academic as well as vocational subject areas.

Instruction is designed to meet the immediate communication and academic needs of the students. Usually students have little or no English proficiency when they enter the program. The goal is to teach them enough English so that they can enter the mainstream classes and keep up with their classmates. At the elementary level the program is designed as a pullout from selected classes whereas, at the secondary level, students are scheduled into an ESL class regularly one or more hours per day.

The report includes a program description, the evaluation plan, budget, descriptive statistics of 588 ESL students in Grades 2 through 10, and the relationships between learning English and background variables. Appendices include data gathering forms, a narrative describing the history and culture of Southeast Asian immigrants in Des Moines and a summary of the Bilingual Syntax Measure. Also included are reading samples in four Southeast Asian languages and a section of the Iowa Code (280.4) relating to nonEnglish speaking student programs.

FINDINGS

1. Eight hundred sixty-seven students (2.6 percent of district enrollment) received ESL instruction during the 1981-82 school year. This number has increased dramatically from the 1975-76 year when 198 were enrolled. On the average, students attended ESL classes for 287 minutes per week. ESL services are concentrated among the students with lower English proficiency, where those who need more help are provided more instruction.
2. At the end of the 1981-82 school year, 108 students (20 percent of the study population) were at Level 5 or Level 6 proficiency and, according to program guidelines, were ready to exit the program. Sixty-two percent of the students were still at the Level 3 (also called "survival English" level) or below. These students needed more ESL instruction.
3. Ethnic distribution of ESL students followed this rank order: (1) Laotian (39%), (2) Hmong (23%), (3) Tai Dam (19%), (4) Vietnamese (8%), (5) Cambodian (5%), (6) Chinese (4%), and (7) Korean (2%). Cambodian and Hmong students tended to score lower on the Bilingual Syntax Measure (BSM), a test of oral English proficiency, than did students of other ethnic backgrounds. However, they were also the newer students. Teachers reported that Vietnamese students tended to make better progress in learning English.
4. Four out of ten students (234 of 588) reported a break in schooling between leaving their home country and enrolling in school here. The average gap was over 19 months.

5. The school attendance rate for ESL students (95.9%) was better than the district averages, which were 94.4 percent at elementary and 91.9 percent at secondary.
6. The longer students were enrolled in Des Moines schools, the higher their tested oral English proficiency. Of the background and educational factors considered, length of time in school was the best predictor of how the students performed in oral English.
7. Students were tested in reading their native language. There was not a clear pattern found regarding reading ability in native language and learning of English. Approximately 46 percent of the students could not read in their native language. The percentage was highest for Hmong (63% could not read) and lowest for Vietnamese (30% could not read).

RECOMMENDATIONS

1. Limited English speaking students should continue to be provided special language instruction. Given the importance of language in our schooling and society, it is crucial that students gain proficiency in the English language.
2. Clearer entrance, placement, and exit criteria should be developed. Criteria in addition to an oral test (the Bilingual Syntax Measure) should be employed.
3. Differential instruction for newer immigrant students should be designed. Lower elementary students most likely cannot read their native language; many Southeast Asian students do not come from a tradition of schools or dealing with printed material. These differences should be considered in designing instruction.
4. Improved recordkeeping should be developed to provide easier access to information about students. This would also facilitate a follow-up of students who exit the program.

A P P E N D I X A

Student Profile

ENGLISH AS A SECOND LANGUAGE STUDENT PROFILE

Background Information

column

(1-6) 1. Student's ID number _____

2. Name _____

(7-8) 3. Place of birth _____

(9-14) 4. Birth Date: Month_____ Day_____ Year_____

(15-16) 5. Age_____

(17) 6. Sex: M_____ F_____

(20-22) 7. Current school attending: Bldg. #_____ School: _____

(23-24) 8. How long at this school? (months)_____

(25-26) 9. Grade at current school _____

10. Other schools attended in Des Moines:

		Bldg. #	School	From (mo. & yr.)	To (mo. & yr.)
(27-29)	A.				
(30-32)	B.				
(33-35)	C.				

(36) Mobility (circle one): 1 2 3

(skip 11)

(48) 11. Present ESL level (I to V) _____

(49) At what ESL level did student begin?_____

(50) 12. Native language _____

(51) 13. Language spoken in home _____

(52) 14. Ethnic group _____

(53-56) 15. Date entered U.S.: Month _____ Year _____

(57-60) 16. Date entered school in Des Moines: Month _____ Year _____

(61-62) Grade level entered _____

17. [Answer only if student attended other school(s) in U.S. prior to moving to Des Moines.]

(63-66) Date entered school in U.S.: Month _____ Year _____

(67-69) Location _____

18. Did the student receive English instruction in refugee/resettlement camp?

(70) Yes _____ No _____

(71-72) How many months? _____

(73-74) 19. Years of schooling in native country _____

20. Was there an extended gap in school attendance between native country and Des Moines?

(75) Yes _____ No _____

(76-77) If yes, approximately how long? (months) _____

(78) 21. Ability to read native language. Language (check one):
Cambodian _____ Hmong _____ Lao _____ Vietnamese _____

(CIRCLE APPROPRIATE NUMBER OR NUMBERS)

		Cannot read		Some reading		Reads well
(79)	Beginning	1	2	3	4	5
(80)	Intermediate	1	2	3	4	5
(81)	Advanced	1	2	3	4	5

(82) 22. Does student receive ESL instruction? Yes_____ No _____
(83-85) Minutes per week_____

(86) 23. Excluding special education students, does student receive other special instruction program? Yes _____ No_____
(87-88) What type? _____
(89-91) Approximate minutes per week _____

24. Check how much difficulty you feel the student has:

		1. Seldom	2. Sometimes	3. Most of the time
(92)	a. Understanding what the teacher says in English	_____	_____	_____
(93)	b. Reading in English	_____	_____	_____
(94)	c. Speaking in English	_____	_____	_____

(95) 25. Teacher rating: In your judgment how has this student progressed in learning English over the past year?
_____1. Has not made normal progress for his/her age and grade level.
_____2. Has made normal progress.
_____3. Has made better than average progress.

26. What were the student's grades for the first semester (or most recent grade period) of the present school year?

	Course	Letter Grade
(96-100)	_____	_____
(101-105)	_____	_____
(106-110)	_____	_____
(111-115)	_____	_____
(116-120)	_____	_____
(121-125)	_____	_____

27. How many times was the student absent during first semester of the present school year?
(126-127) _____

ENGLISH AS A SECOND LANGUAGE

Test Information Sheet

column

Student's name _____

School _____

Bilingual Syntax Measure Results

(128) 28. Test used 1. BSM I _____ (Grades K-2)

2. BSM II _____ (Grades 3-12)

Date administered _____

(129) 29. Present BSM Level (circle one)

1 2 3 4 5 6

Reading Results

Grades K-6

(130-131) 30. Beginning SARI Level: September, 1981 _____

(132-133) 31. Completed SARI Level: May, 1982 _____

(134-135) 32. Number of Levels advanced _____

Houghton Mifflin Reading Series

Grades 7-8

(136) 33. Beginning Level: September, 1981 (check one)

_____ 1. Medley
_____ 2. Keystone
_____ 3. Impressions
_____ 4. Encore
_____ 5. Accents

(137) 34. Completed Level: May, 1982 (check one)

_____ 1. Medley
_____ 2. Keystone
_____ 3. Impressions
_____ 4. Encore
_____ 5. Accents

(138) 35. Number of Levels advanced _____

English As A Second Language
Student Profile 1981-82

NAME: _____

ID NUMBER: _____

SCHOOL: _____

GRADE: _____

COLUMN

(139-143) 36. Final grade 1981-82 in English/Language/Language Arts/Literature
ENG ___ ___

(144-148) 37. Final grade 1981-82 in Reading
RDG ___ ___

(149-153) 38. Final grade 1981-82 in Math/Algebra/Geometry
MAT ___ ___

(154-158) 39. Final grade 1981-82 in Science/Health/Chemistry/Physics
SCI ___ ___

(159-163) 40. Final grade 1981-82 in Social Studies/Geography/World History/ U.S. History/Government
SSC ___ ___

(164-168) 41. Final grade 1981-82 in Art/Music
A/M ___ ___

(169-170) 42. How many times was the student absent during second semester?
_____

(171-173) 43. How many times was the student absent during the total year, 1981-82?
_____

A P P E N D I X B

Southeast Asians in Des Moines
By
Dick Murphy
Heartland AEA

SOUTHEAST ASIANS IN DES MOINES

by: Dick Murphy
Heartland AEA

The Des Moines Public Schools' Southeast Asian population comes from diverse cultural backgrounds and languages. To assume that all "Indochinese" are the same is akin to assuming that all Europeans are the same. We know that an Italian and a Scot have very little in common, yet, we aren't aware of the differences between a Hmong and a Vietnamese.

To understand the students from the various countries of Southeast Asia we need first learn about the region in general. Indochina, a French colonial term, is actually three countries on the Southeast Asian peninsula, Vietnam, Cambodia, and Loas. The term assumes the major influences on the cultures of the area come from India and China. While this is partially true, it ignores the existence of indigenous cultures. The cultures of Laos and Cambodia are actually more closely related to the Indian culture, while that of Vietnam is closer to China. This provides an immediate distinction between the Vietnamese and the Lao and Cambodians. And in Laos, there are strong distinctions among the various ethnic groups.

Let's examine the three major ethnic groups of Laos that have resettled in Des Moines.

The Tai Dam. This ethnic group is perhaps the most versatile. At one time there was an area in what is known today as North Vietnam called the Tai Federation, an autonomous region granted sovereignty by a Lao emperor. In this region there were many different Tai groups, with the predominant group called the Black Tai (Tai Dam), a term which comes from the color of the womens' dress.

When the French were in control of the region, the Tai Federation was considered a part of Vietnam. During the war of resistance led by Ho Chi-Minh against the French, the Tai Dam fought on the side of the French against the

Vietnamese guerillas. In 1954, the French were defeated and the Tai Dam fled into Laos. Between 1954 and 1975 the Tai Dam were assimilated into the Lao culture, with the Tai Dam eventually holding many civil service positions.

In 1975, with the fall of Vietnam and Cambodia to the communists and with Laos teetering towards communism, the Tai Dam fled Laos in fear of imminent invasion by North Vietnamese troups.

They fled to Thailand, here they reassembled, yet found they were not officially considered refugees. For at that time, a refugee from Indochina was specifically defined as a person fleeing persecution in Vietnam or Cambodia. The Tai Dam put out an international appeal. When former president Ford received the appeal he passed it on to all fifty governors. Governor Ray of Iowa responded and agreed to accept 1,200 Tai Dam in Iowa.

In order for the Tai Dam to resettle in Iowa they had to be classified as Vietnamese refugees, although they actually fled Vietnam in 1954. There are relatively few Tai Dam students who can actually speak Vietnamese, for the students were born after 1954 in Laos and speak only Tai Dam and Lao.

The Tai Dam students who went to school in Laos learned to read and write in Lao. So their native literacy rate should be tested in Lao and not the Tai Dam language.

The Tai Dam and Lao languages and cultures are closely related. This is the reason the Tai Dam were easily assimilated into the Lao culture.

The Lao. The Lao come mostly from the lowland areas of Laos. They are known for their gentleness, tolerance, gaiety, and peacefulness. Even among their Southeast Asian neighbors the Lao are known as a peace-loving people. Yet they come from a land ravaged by war.

During the Vietnam conflict more bomb tonnage per person was dropped on Laos than was dropped in all of World War II. This landlocked country in the center of Southeast Asia was the victim of terrible atrocities during the Vietnam

conflict. The U.S. Central Intelligence Agency financed an army in Laos to combat the North Vietnamese-backed Pathet Lao. Coalition governments were formed among the rightists, neutralists, and leftists. But each segment had its own outside backers and the country was caught up in the turmoil of the Southeast Asian conflict. Finally outside pressures grew unmanageable and eventually led to the installment of the Lao People's Democratic Republic which is now run by the communist Pathet Lao.

This left the Lao who were supportive of the United States in an uncomfortable position--would they have to leave or could they stay? Many Lao left the country immediately; others tried to stay but found the persecution intolerable and eventually chose to leave Laos.

Many of the Lao chose to come to Iowa because of the concentration of Tai Dam who had resettled here. Because of language and cultural compatibility, the two groups form a large contingent of refugees in the Des Moines area.

The predominant religion in Loas is Theravada Buddhism, a more Indianized version than the Buddhism of China, Japan, and Vietnam. This form of Buddhism was introduced in the 14th century. Before that time there existed strong animistic cults. In modern Laos the two religions coexist as both Buddhism and Animism are more a way of life than a ritualistic religion. However, because of animistic belief in spirits, there are many rituals that are designed to pay homage to the various spirits.

The mutual coexistance of these two religions is indicative of the Lao character. They are a patient, tolerant, and accepting people. The principles of Buddhism are described as a path one follows to Nirvana, which occurs when an individual performs enough merit so that the cycle of rebirth is broken. The result of this teaching is that very few Buddhists would try to convert a non-Buddhist. The religion is accepting of other religions and there is no need to rescue a non-Buddhist from the perils of hell and damnation.

This religious background creates the tolerance the Lao people are known for. It also presents a problem for the country. There are approximately 63 ethnic groups in Laos. The Lao made very few attempts to nationalize the country through a single language; all ethnic groups coexist in a more or less harmonious pattern. This situation is a result of the Buddist teaching. One must live in harmony with the environment, not try to change it.

The Hmong. While the Tai Dam were easily assimilated into Laos, the Hmong were not. The reason: The Lao character of tolerance and acceptance allowed the Hmong to settle in Laos with no pressure to become more "Lao."

In the United States very little is known or understood about the Hmong. We read that they are "uneducated," "illiterate," "primitive," and "backward." These descriptions are representative of adjectives we normally use for people we don't understand.

March 1945 is an important date in modern Hmong history. Before that time the Hmong had been living quietly on the upper ridges of the Lao countryside. They had immigrated to the Lao mountains as a result of invasions of their homeland along the plains of the Blue River and the Yellow River in China. The invaders were the Han Chinese from the North. The Hmong arrived in Laos around the beginning of the 19th century.

In March of 1945, the Japanese forces took control of Indochina. The French were busy on the European front. Many of the French survivors in Laos took refuge from Japanese soldiers in Hmong villages. Hmong traditional hospitality required that they provide refuge for these white foreigners. The consequences of this action still plague the Hmong today. After Japan was defeated in World War II, the French returned to Indochina. The Viet Minh and Pathet Lao immediately began a war of resistance against the French. The Hmong insisted on neutrality in this conflict, but a program was begun to eliminate the Hmong who had helped the French during the Japanese occupation. Out of a need for survival, the Hmong joined forces with the French and the Royal Lao Government.

In 1954, the French were defeated. The alliance between the Hmong and the Royal Lao forces was now cemented. The North Vietnamese forces were invading the northern provices of Laos and in 1961 the Hmong were rallied to defend the area. For more than ten years the Hmong ferociously defended the area and prevented a North Vietnamese or Pathet Lao takeover. The CIA supplied the Hmong with materials. This action, it is said, made it unecessary for the United States to send forces into Laos as it had in Vietnam.

In April of 1975, Cambodia and Vietnam fell to the communists. Laos had gone through a succession of coalition governments. The latest was formed in 1973 and the Hmong agreed to support the coalition formed by both Lao rightists and leftists. But the leftists took full control in 1975 with the fall of both Cambodia and Vietnam. They began a program of annihilation of the Hmong, who they accused of being CIA mercenaries.

This program still goes on today. Reports of chemical warfare in Southeast Asia are now reaching the United States. The recipients of this "poison rain" are mainly the Hmong. It is now estimated that about one-third of the Hmong born in Laos have already left the country. About 45,000 of them now reside in the United States. They have arrived as a decimated people.

United States officials are befuddled by the secondary migration that is taking place today among the Hmong. There is a reason for this new migration. In Laos there were about twenty major Hmong clans, all tightly-knit groups. The young male or female was forbidden to marry within the same clan. The clan system is a classic example of extended families. The system looked upon inner clan marriage as incest, even though there was no blood relationship involved. The marriage system also kept associations with the other clans on good terms. It is a natural desire for the Hmong, who are dispersed around the country, to want to rejoin members of their clan.

The war prevented most of the Hmong from pursuing any formal education.

And many of the students come here with no educational background at all. Therefore their literacy rate in their own language is low.

The Tai Dam, Lao, and Hmong are the three major groups from Laos who have resettled in Des Moines. There is a smattering of other ethnic groups, but their numbers are too low to be of significance.

There are also students from Vietnam and Cambodia in Des Moines. Let's examine the Vietnamese culture first.

The Vietnamese. We are probably more familiar with the Vietnamese than we are with any other group from Southeast Asia. In fact, many Americans lump all Southeast Asian refugees together and refer to them as "Vietnamese."

In writing about the ethnic groups from Laos, I felt it necessary to concentrate on the historical situations that caused them to take refuge in the United States. I feel I don't need to do this for the Vietnamese. From 1954 to the present, Vietnam has been in and out of the headlines. Their reasons for taking refuge here are well documented already. Yet during all this media barrage, we were presented with very little about their culture.

Now we have an opportunity to learn about their culture in the best way. There is an old Vietnamese saying, "Just as the length of a road is known only by actually traveling on it, the qualities of a man are known only by living with him for a long time." We are going to be living together for a long time, and we have a good opportunity to get to know one another.

My own experience in working with all of the groups from Southeast Asia makes me reluctant to talk too much about their cultures. In the Peace Corps we had a saying that explains that reluctance, "The more we know, the more we know we don't know."

The Center for Applied Linguistics published A Manual for Indochinese Refugee Education 1976-1977. In that document are several quotations that aptly explain the Vietnamese character. These quotes are taken from a book published in 1967 called, Vietnamese People, Vietnamese Land by Cuu-Long-Giang and Toan-Anh.

"....Vietnamese are an intelligent people. They possess a keen sense of observation which gives them the ability to grasp things quickly; it also gives them a tendency to imitate others. Short on a sense of innovation, they tend to hang on to old and established ways. They are skillful with their hands and love to outsmart each other in small petty matters, an inclination which often leads to craftiness. They have a mocking sense of humor which can sometimes degenerate into disparagement."

"Vietnamese have a high regard for morality and uphold the five Confucian virtures of humanity, righteousness, propriety, wisdom, and faithfulness as guides for their daily conduct. They love book-study and have avid minds."

"Ordinarily giving an appearance of being shy and afraid, they value peace and harmony in all relations. However, when they are faced with danger, or are on the battlefield, they display great bravery and know how to maintain discipline, giving death itself as much weight as an airborne thistledown. Often motivated by compassion for others, they have a strong sense of gratitude."

"Vietnamese also have several serious flaws in their character. They are a shallow people who are also boastful. They lack patience and attach great importance to surface appearance. They yearn for status, fame and fortune, love fun and the gay life, and like to gamble for money. They believe in ghosts and spirits, and worship gods and deities. They are arrogant and love to brag."

"A most admirable trait in the Vietnamese, however, is the love they have for their country. It is this strong attachment to their native land that has helped them, several times in the course of their history, to liberate their country from domination by their northern neighbor, China; in the last hundred years, it has enabled them to keep up a relentless struggle against French colonialists."

From Vietnam we have a large group of Chinese-Vietnamese. The Chinese who fled China for vaious reasons dispersed themselves throughout all of Southeast Asia. In each country they have held on to their own language and culture while

adapting to those of the host country. They were commercially successful wherever they went. They have a strong sense of trust and loan large sums of money to each other without one word of a written agreement.

It was because of their commercial success that they were not wanted in Vietnam after the communists took over. The two commercial systems were incompatible so the Chinese were forced to leave Vietnam. They were literally driven into the sea. They make up a large percentage of what the American press has referred to as "The Boat People." They along with Vietnamese who continue to flee the country have no other means of escape except to launch leaky old boats and hope to arrive in Thailand or Malaysia. We are familiar with the gruesome stories of the fifty percent who die on the way and the fifty percent who do survive only to face beatings, robbery, torture, rape and rejection.

The Cambodians. To attempt to identify the reasons for the Cambodian holocaust is like trying to explain the insanity of the modern world.

During most of the Southeast Asian conflict, Prince Norodom Sihanouk was able to walk the tight rope of neutrality. His country bordered by Thailand, Laos, and Vietnam, was located in the heart of the war. Yet, through a masterful juggling of international diplomacy he was able to keep and maintain peace in his country. The end of this tranquility came in March, 1970.

Sihanouk gained independence from France in 1953. He grew closer to China and in 1960 the two countries signed a friendship and non-aggression pact. During the Vietnam conflict the United States accused Sihanouk of providing sancturaries for North Vietnamese troups along their mutual border.

In 1970, Sihanouk went to the Soviet Union and China to ask for their help in preventing Vietnamese forays into Cambodia. While he was gone, Prime Minister Lon Nol, who was friendly with the United States took control. Immediately the United States and South Vietnam invaded Cambodia in hopes of capturing North Vietnamese troops. Very few were found. This led to a civil war in Cambodia.

The communist Khmer Rouge won the struggle in April of 1975. This was followed by massacres, executions, forced labor, deportation, and imprisonment.

An estimated several million Cambodians have perished at the hands of the Khmer Rouge or are en route to exile. The situation was complicated by the invasion of Vietnamese troups. Vietnam installed a puppet government in Phnom Phen, the capitol city. Now a Civil war ensues with the Chinese-backed Khmer Rouge mounting a guerilla war against the Soviet-backed Vietnamese. The United States is embarrased by its recognition of the ruthless Khmer Rouge as the legitimate government. Our only other alternative is to recognize the Vietnamese installed regime which would lead to accusations of supporting the aggressors.

Meanwhile, the people are being slaughtered or are starving. Over a million refugees escaped into Thailand. Many are hoping to return as soon as the situation is settled. The United States is beginning to resettle more Cambodians in the U.S.

The Khmer (Cambodian) people are probably the oldest in Southeast Asia. They belong to the Mon group which came down from Tibet and Burma around 1500 B.C. They built many empires with the peak coming between the twelfth and fourteenth centuries. This civilization is exemplified by the many temples built at Angkor just outside Siem Riap. These structures show that the Khmer were invloved in sophisticated agricultural, administrative, and political techniques, long before the West.

Now they are a deceminated people. It is hard to imagine that such an old, proud, and dignified culture could be ruined in the short time between 1975 and the present.

A P P E N D I X C

Summary of the Bilingual Syntax Measure (BSM)
(including explanations of each level)

THE BILINGUAL SYNTAX MEASURE

The Bilingual Syntax Measure (BSM)[1], developed to assess oral language proficiency, was administered to all ESL students in the Spring of 1982. There is an English version and a Spanish version. For the Southeast Asian ESL program, only the English version was used. There are two levels of the BSM, one for kindergarten through early primary, and another (BSM II) for grades three through twelve. The testing manual includes three suggested uses for the test: diagnosis, placement and evaluation.

The BSM was built on the fundamental concept of language development that language structures are acquired in an ordered hierachial fashion where certain grammatical structures are learned before more complex structures. This holds true regardless of the native tongue. Development of the BSM began in 1974. Data supported the existence of structural hierarchies which led to the establishment of proficiency levels. The scoring system is based upon a scale arranged according to the order of development of syntactic structures. Structures learned later represent high levels of proficiency.

The BSM levels of language development are:

1. No English. Students are able to understand little or no English and are not able to speak it at all.
2. English comprehension only (receptive language level). Students are able to produce some common English words and phrases spontaneously and repeat short sentences or questions.
3. Survival English. Students are able to speak some English but they omit nouns or verbs replacing them with gestures or words from their native language. They make errors in the use of articles, verb endings, and pronouns.
4. Intermediate English. Students can communicate their ideas in English. They usually control syntactic structures that include plurals, articles, pronouns, and some verb endings.

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[1] Marina K. Burt, Heidi C. Dulay, Eduardo Hernandez Ch., and Elizabeth Taleporos, Bilingual Syntax Measure Technical Handbook, (New York: The Psychological Corporation, 1980).

5. Proficient English I. Students demonstrate a fairly high degree of proficiency in English. They control most of the basic grammatical structures of English. Their speech is comparable to native English speakers their own age.

6. Proficient English II. Students have mastered a broad range of the syntactic structures found in the speech of native English speakers.

Authors of the BSM report that syntax is the most suitable basis for construction of a language development test. Other types of tests measure vocabulary or pronunciation -- both of which are inappropriate. Syntax shows the least variation among speakers of the language. Syntax is defined as "the system of rules for the arrangement, interrelationship and form of words, phrases, and sentences in a language."

Administering the BSM approximates a real conversation about cartoon-type pictures. Illustrations depicit a complete story with a beginning, a middle and an end. Students are asked questions about the pictures relating to common activities such as eating, playing, working, sleeping, and dancing. Scoring focuses on the extent to which the child furnishes internal language structure (verb tense, agreement of subject and verb) in responding orally to the questions. The child is asked simple questions about the cartoons such as "What are those?" "Why do they want food?" and "Why does he live here?" The questions become progressively more difficult. Depending on the number which students answer correctly, they are assigned one of the BSM levels.

In learning a second language, children typically do not transfer the syntactic patterns of their native language to the new language. However, one researcher concluded that "age, language, background, and learning environment did not seem to change the order in which the [language] structures were learned."[1]

[1]A. Fathman, "Language background, age and the order of acquisition of English structures." in M. K. Burt and H. C. Dulay (eds.), New Directions in Second Language Learning, Teaching and Bilingual Education. (Washington: TESOL, 1975), 39-41.

A P P E N D I X D

Reading Samples in Native Languages

READING SAMPLES

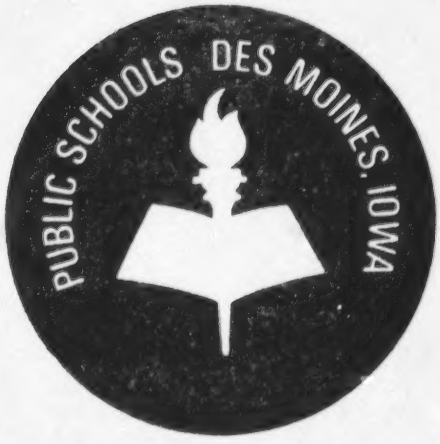
in

CAMBODIAN

LAO

HMONG

VIETNAMESE



Compiled by

Des Moines Independent Community School District
Department of Evaluation and Research

1982

This booklet includes reading samples at several levels in Cambodian, Lao and Vietnamese together with one sample in Hmong. The samples were gathered from books and periodicals provided by the Heartland Area Education Agency and the Iowa Refugee Center. They can be used to determine the approximate reading level of a student in his or her native language. The materials were reviewed by several bilingual educators and each sample was assigned a level according to these general guidelines:

Level A beginning, elementary, grades 6 and under

Level B intermediate, middle grades, 6 through 8

Level C advanced, higher grades, 9 and above

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ភាសាខ្មែរកម្រិត ២

ខ្ញុំមិនទៅធ្វើការនៅថ្ងៃ ។ ក្រុមហ៊ុនទៅបានជួលសង្ឃឹមថាគ្រូពេទ្យ
ឬអ្នកជំងឺនឹងមកមើលថ្ងៃ ។

តែអ្នកមើលថែនឹងមិនបានមកទេ ដូច្នេះខ្ញុំត្រូវនៅផ្ទះមើលកូនតាមរបៀប
ដែលខ្ញុំធ្លាប់ធ្វើ ។ ខ្ញុំមិនត្រូវបានបង់ប្រាក់ជំនួសនោះទេ
ប៉ុន្តែ ។

ដំណើរនេះខ្ញុំមិនអាចទៅរកប្រាក់សងបន្ទប់ជួលបានទេ
ដោយសារតែ ពីព្រោះមានជនជាតិសហរដ្ឋអាមេរិកជាច្រើនបានទៅ
ពាក្យសុំប្រាក់ជំនួល ។ ប្រាក់ជំនួលសងបន្ទប់ជួលដោយសារតែ
ខ្លះបានប្រគល់ឲ្យទៅម្ចាស់ផ្ទះ ហើយអ្នកមើលការខុសត្រូវបាន
ដាក់ពាក្យនៅសហព័ន្ធសុវត្ថិភាពសង្គម ហើយបានទទួលប្រាក់
ដែលទៅក្រៅប៉ុន្តែ សងបន្ទប់ជួលដោយសារតែ ។

ភាសាខ្មែរកម្រិតទី ២

ខ្ញុំមិនទៅធ្វើការនៅថ្ងៃ ។ ក្រុមហ៊ុនទៅបានជួលសង្ឃឹមថាគ្រូពេទ្យ
ឬអ្នកជំងឺនឹងមកមើលថ្ងៃ ។

តែអ្នកមើលថែនឹងមិនបានមកទេ ដូច្នេះខ្ញុំត្រូវនៅផ្ទះមើលកូនតាមរបៀប
ដែលខ្ញុំធ្លាប់ធ្វើ ។ ខ្ញុំមិនត្រូវបានបង់ប្រាក់ជំនួសនោះទេ
ប៉ុន្តែ ។

ដំណើរនេះខ្ញុំមិនអាចទៅរកប្រាក់សងបន្ទប់ជួលបានទេ
ដោយសារតែ ពីព្រោះមានជនជាតិសហរដ្ឋអាមេរិកជាច្រើនបានទៅ
ពាក្យសុំប្រាក់ជំនួល ។ ប្រាក់ជំនួលសងបន្ទប់ជួលដោយសារតែ
ខ្លះបានប្រគល់ឲ្យទៅម្ចាស់ផ្ទះ ហើយអ្នកមើលការខុសត្រូវបាន
ដាក់ពាក្យនៅសហព័ន្ធសុវត្ថិភាពសង្គម ហើយបានទទួលប្រាក់
ដែលទៅក្រៅប៉ុន្តែ សងបន្ទប់ជួលដោយសារតែ ។

LANGUAGE CAMBODIAN

Level B

អ្នកនារា អាចជាបន្តុយ ឬក៏ជាអង្គការដែលមានចិត្តជួយលោកអ្នកនាង ឲ្យធ្លាយទៅជាជនអាចជួយខ្លួនឯងបាន ។ គេតឹងជួយរកផ្ទះ - រកការងារធ្វើ តឹងរកសាលា ចើយជួយឲ្យលោកអ្នកនាងបានល្អ ខ្លួនទំនៀម តឹងប្រាប់អាវេទិកាង ។ គេតឹងជួយបង្ហាញ ដួនឲ្យរកជំនួយចាំបាច់ផ្សេងជា ក្រុមពេទ្យជាដើម ចើយគេតឹងណែនាំ លោកអ្នកនាងឲ្យស្គាល់ ឈរឲ្យអាវេទិកាងនីមួយៗ នៅក្នុងឈាមនថ្មី ។

ក្រៅពីជំនួយផ្សេងទៀតទាំងនេះ មាន កិច្ចការងារឯកុ ទៀត ដែលគេអាចជួយបាន ដូចជា: អង្គការសាធារណៈ តឹងអង្គការឯកជន ។ ជាទូទាំងពីសាលាសាធារណៈជាច្រើន មានកម្មវិធីសិក្សាពិសេសៗ សំរាប់ក្មេងពិការ ចើយមានអាចារ្យបង្រៀន ឯកជនច្រើនសំរាប់ឲ្យនិស្សិតដែលរៀនល្អ ក្លូក ឲ្យទៅបន្ត វិជ្ជារៀនសាកលវិទ្យាល័យអាវេទិកាង ។ ឯរដ្ឋាភិបាលអាវេទិកាង ក៏មានជំនួយជាច្រើនផ្សេងៗ ទៀត ដែលសំរាប់ជួយ ចើយដូចជាលោកអ្នកនាង អាចចំណាយតម្លៃដែលគេជាផ្សេងជាជនជាតិអាវេទិកាងដែរ ។

LANGUAGE CAMBODIAN

Level C

ទុមកណ្តាល

គឺជា ទុមរកើតរវៀងរាល់យោងរបស់ពាក្យ ពីរ
ក៏ដែលនៅមួល ដូចជាៈ ចំណុចកណ្តាលនៃ ចម្លងជា
កណ្តាលនៃទុមទាៈ ។

ឧទាហរណ៍ :

ចំណុចកណ្តាល

គឺជា ចំណុចដែលនៅចំកណ្តាលរបស់ ។

ឧទាហរណ៍ :

LANGUAGE HMONG

Level B

DAB NEEG PLAS.

Puag thaum ub, muaj ib hnub plas nyob nyob plas txawm hais tias
"Kauv, kauv, los wb noj txiv siav ntawm
"no saib.
Kauv hnov dheev, kauv khiav khiav los txog
na has ua eiav plas cia li ua qhov ncauj
qhov muag hle hlo rau kauv.
Kauv ntshai ceev ceev, kauv khiav mus dawm
hmab taub. taub tu taub ntog mus tsoo tsob
hnav. Hnav zeeg mus paug qaib qhov muag.
Qaib thos lwj thos liam, ces qaib noj tau
ntsaum kab rws. Ntsaum kab rws ntshai ceev
ceev . Ces ntsaum mus noj ntuj noj teb noj
tau lub niag pob ntoos qhuav. Niag pob
ntoos vau mus ntaus poj tseev me nyuam
tuag.
Ces thaum ntawd poj tseev tsis zoo siab
rau niag pob ntoos qhuav. Nws mus hais
rau lub niag pob ntoos tias:
"Tim li cas koj thiaj li vau los ntaus
"kuv me nyuad?
Lub niag pob ntoos hais tias:
"Tsis yog kuv, rau qhov ntsaum kab rws
"noj kuv ned!
Poj tseev mus nug ntsaum kab rws tias:
"Ua cas koj mus noj lub niag pob ntoos ces
"pob ntoos vau?
Ntsaum kab rws hais tias:
"Tim niag poj qaib noj kuv, kuv thiaj tau
"nkag mus noj lub pob ntoos ned!

ທີ່ໂຮງຮຽນຂອງຂ້ອຍ ມີລຸກລີດຫຼາຍ. ຄູ
ເພິ່ນເຄີຍສອນໃຫ້ຂຽນລາຍ ເຮັດກະ
ບວຍ ປັ້ນຫ້ວຍ ແລະອື່ນໆອີກ ຫຼາຍ
ຢ່າງ. ມື້ພັກ ຂ້ອຍເຄີຍໄປລ້ຽງຄວາຍ
ຫຸ່ຍພໍ່ແມ່ ເພາະຂ້ອຍຢ້ານ ຂະໂມຍ
ບາລັກຄວາຍ. ຢູ່ສວນຫົວນາຂ້ອຍ ເພິ່ນ
ປູກໝາກເດືອຍ ກ້ວຍ ແລະອ້ອຍເປັນຕົ້ນ.

LANGUAGE LAO

Level A

ບ ມ

ແມວ ບ າ ບາ ມາ

ມີ ມີ ນະ ເບາະ

ເມືອບາ ມາບ່ໍ ມາດ ສົວເມັ ດ່ໍບາ

ທະບຸ ແບມີ ປີມະແມ ອາສຸບີ ມີບ່ໍ

ຄຸມະທາ ແບທະບຸ ມີໃຈມາບະ

ເຮົາຈະໄປບ່ໍທາບິດາມາດາ ມາໄປ

ພາກທີ ๔.

ປ່າງຫຼວງພຣະບາງ

๑- ພຣະຍາຟ້າງຸ້ມທ້ອນໂຮມແຜ່ນດິນລາວ

ก)- ขุนผีฟ้า และท้าวฟ้างุ้มผู้เป็นขุด ไปอาสัยอยู่ในพระธาอัจปะเทดขเมน.- ขุนผีฟ้าเป็นขุดของพระยาสุวันนะคำผิง เจ้าเมืองอิว, เมื่อถึกพระยาพ่ายไล่ขึจากเมืองด้วยเขาเอ่าติมได้ภะหาอุภัยบัพระยาน้อยของพระยาพ่ายติมแล้ว, ขุนผีฟ้าก็ไปอาสัยอยู่กับพระเจ้าแผ่นดินขเมน. พระเจ้าแผ่นดินขเมนได้ขุบถ้วงให้ขุนผีฟ้าได้เป็นถี มีกวดถีขิดและได้ยิกพระธาอุทิดา จึ่งอิงพระนามว่า นางแก้วยอดฟ้า มั้นให้แก่ท้าวฟ้างุ้ม, ทั้งอ่อยเหลือให้เสือทังสองได้สเวียธาอุสิมยัดที่เมืองอิวด้วย.

ข)- ขุนผีฟ้า และท้าวฟ้างุ้ม ยิกยับขึ้นมาถีเอาเมืองอิว ขุนผีฟ้า และท้าวฟ้างุ้ม คุมกองทับไท่งขเมนขับขึ้นมาถีเอาหัวเมืองต่างๆ ในพากใต้ของประเทดล้านช้าง, ถั่งจำปาสัก และไผพาม, แล้วถีเอาเมืองพวน. ครันถีเอาเมืองพวนได้แล้ว, ขุนผีฟ้า และท้าวฟ้างุ้ม ได้ตั้งให้ท้าวหมวดคำยิขึ้นเป็นเจ้าเมืองพวน. ท้าว หมวดคำยิ ผู้นี้เป็นขุดของเจ้าเมืองพวน, ผู้เป็นพ่าไล่ หมวดคำยิขึจากเมืองๆ เขาจ่า หมวดคำยิประผึดอิ่ว คิดคิด ทีระยิดถ่ายิดา.

LANGUAGE LAO

Level C

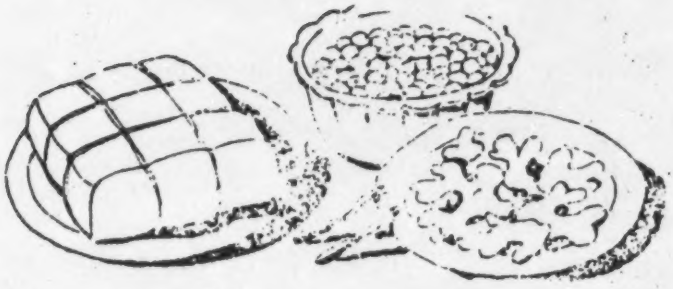
ในฐานะที่ท่านเป็นยุทธิมผู้มีจิตใจอาจหาญที่จะตั้งตนฉาบบ้านเรือนอย่างถาวรอยู่ในสะตะธิก, ท่านก็คิดจะมีความปลาดและอัศจรรย์ในใจกล้องกับประชาชนสองร้อยล้านคนที่ได้ประกอบส่วนเข้าเป็นประเทศที่ยิ่งใหญ่ที่สุด และที่มีการผลิตพืชผลหลายที่สุดในโลก. ท่านจะเผชิญกับเหล่านี้แม่นใด? เธิกแม่นใดเอาเจ้าจึงได้มีสะพายความเป็นอยู่เหมือนดั่งในปัดจุบัน? ถ้าท่านกลับเอาเจ้าแตกต่าง - มันแม่นหยังที่เธิกให้เอาเจ้าแตกต่าง? แม่นหยังที่เธิกให้เอาเจ้าก้าวเดินไปได้?

ท่านคิดจะมีความรู้สึกหลายอย่างแล้วกล้องกับเอาจะเผชิญกัน. ท่านรู้ว่าเอาเจ้ามีจำนวนหมื่นอย่างที่กลายเป็นของจำนวนมิลเมืองทั่วทุกมิดของโลก, แต่ในหลายวงเดือ มันก็ปากกิดว่าเอาเจ้าได้เป็นผู้เธิกสฎางดั่งยิ่งเถิงที่สิยเป็นจุบัน. ถ้าจะหลบกับจากอื่นๆแล้ว เอาเจ้าก็เป็นสังคมที่ยังหนุ่มน้อยอยู่, แต่ว่าเอาเจ้าได้ยังพืนสะท้วนย่างหลวงหลาย แก้ไขหมะหัม และปะหยดอื่นๆในโลก. และมันก็เป็นสิ่งที่หน้าสปกใจปานใด ที่จากโลกทั่วมอบจะมองเบิ่งเอาเจ้าด้วยความรู้สึกหลายย่าง เช่น ความรู้สึกวิวาดสปกๆ นับตั้งแต่ความนิยมจินตยอยไปจินเถิงความโมโหหิ้วโกด และความอิดสาธิยา.

เมื่อท่านมาเถิงอะเมธิกาใหม่ๆ จะมีสิ่งใดแดที่ท่าให้ท่านติกสะเว้ทิปลาดใจที่สุดได้? ทีหนึ่ง - ท้าหากท่านเดินทางๆ - ก็จะแม่นอนาดและความแตกต่างกันของวัยที่ จึงมีหน้าผู้หลายกว่าสามล้านหน้าแสนโมล์มืนทีน อันประกอบด้วยมุมประหยดทุกวแบบ และดินฟ้าอากาดทุกวจะนิด. ต่ไป, ก็แม่นภะแสของจิอิด จึ่งเดินด้วยผลิวงาม และมีความไวสูง. ทีสาม, ก็มีสิ่งต่างๆที่พืนสะท้อนแก่ภาษาต่างถิ่นอิด, เช่น: ความท้าวข้าหาวด้านเธิกในโลจิ จึ่งได้มาใช้มีการปะถิดเดือจักและเดือยืมต่างๆ ตลอดทั่วเดือใช้ภะจุภะจิก และเดือปยัดเดือแสงทั่วหลายที่มีผู้ตื่อไป. อันที่สี่, ก็ได้แก่ความสนุกสุก-

Bai 32

Ưt ưt ưt



Tết nào cũng có bánh chưng.

Tết nào cũng có mứt gừng, mứt sen.

Ớt nào là ớt chẳng cay.

Chơi dao con nhớ đứt tay có ngày.

Vách nứt thì trét thêm bồ.

Chén sứt, chén mẻ là đồ vứt đi.

Ca dao

Làm thì so chẳng bằng ai.

Ăn thì thứ nhứt, thứ hai trong làng.

LANGUAGE VIETNAMESE

Level B

Tình Bạn
Lưu-Bình và Dương-Lễ

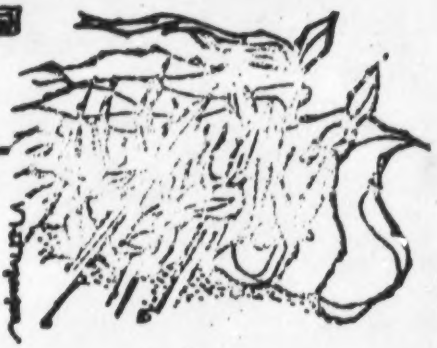
Lưu-Bình và Dương-Lễ là bạn kết nghĩa với nhau.. Cả hai cùng đi học và chơi chung với nhau rất thân. Lưu-Bình rất giàu sang nhưng lại lười biếng không chịu học hành mà chỉ thích hưởng thụ. Thi kỳ nào là hỏng* kỳ đó. Trái lại Dương-Lễ rất nghèo và chịu khó học hành đêm ngày. Nhưng Lưu-Bình lại rất tử tế với bạn. Anh ta cho Dương-Lễ tiền để mua giấy mực, áo quần ăn học.

Dương-Lễ thi đậu, được phong làm quan, và ở trong cung điện có lính hầu canh gác. Trong khi đó Lưu-Bình xài hết tiền bạc và trở nên nghèo. Không tiền, không công ăn việc làm, Lưu-Bình mới nhớ đến Dương-Lễ. Anh nghĩ là lúc xưa đã giúp bạn tiền để ăn học nên Dương-Lễ chắc không bao giờ quên ơn đâu. Hơn nữa anh ta là một người bạn rất tốt. Lưu-Bình tự bảo; "Ta hãy đến gặp anh ta; thế nào anh ta cũng giúp."

LANGUAGE VIETNAMESE

Level C

Trang Danh nhân và lịch sử VN



PHỤ TRÁCH : TRẦN THIÊN ĐẠT

CAO THẮNG

Nhắc tới phong trào Cần Vương kháng Pháp của nhóm Văn Thân ở nước ta vào cuối thế kỷ thứ 19 không ai trong chúng ta không nghĩ đến Phan Đình Phùng. Và đã nhớ đến vị sĩ phu anh hùng này, chúng ta cũng không thể quên vị tướng trẻ tận phúc của họ Phan, đã đắc lực giúp ông quật cường chống thực dân Pháp xâm lược rộng rãi trong hơn 7 năm trời : Đó là CAO THẮNG .

Ông người làng Lê Động, huyện Hương Sơn, tỉnh Hà Tĩnh. Dáng người thấp nhỏ, nhưng thông minh lanh lẹ; tinh thông võ nghệ, binh thư; đầy tài trí và dũng lược. Từ lúc nhỏ, Cao Thắng đã được người anh của Phan Đình Phùng là Phan Đình Thuật đem về nuôi .

Khi Phan Đình Phùng dựng cờ khởi nghĩa, Cao Thắng cùng với em là Cao Nữu và bạn là Nguyễn Kiều theo về và được phong chức Quản Cờ.

Lần Phan Đình Phùng thua quân phải tạm lánh ra Bắc, Cao Thắng ở nhà cùng với mấy anh em đồng chí là Cao Đạt, Cao Nữu, Nguyễn Niên về ẩn phục trong rừng núi thuộc làng Le Động rồi tìm cách chiêu nạp thêm quân lính, mở xưởng đúc súng ống theo kiểu Âu Tây để chờ ngày khôi phục .

Khi nhận thấy binh lực đã tạm đủ, Cao Thắng liền cho người đem mật thư ra Bắc mời chủ tướng Phan Đình Phùng về để tiếp tục kháng chiến trở lại .

Sau đó Cao Thắng tham dự nhiều trận đánh nhau với Pháp, lập được chiến công oanh liệt. Vào năm 1802, ông dùng mưu bắt sống được tên Tuần Phủ Đinh Nho Quang tay sai của giặc, làm chấn động dư luận Nghệ Tĩnh thời đó.

Vào khoảng tháng 10 năm 1893 ông tình nguyện dẫn một đội quân cảm tử mở cuộc tấn công xuống Nghệ An, cốt phá nơi đóng quân và tích lương của địch, đồng thời để gây thanh thế cho Nghĩa Quân. Sau khi chiếm được mấy tiền đồn, đến đồn Nó, chẳng may ông bị trúng đạn tử thương. Năm ấy ông mới vừa 29 tuổi. Di hài ông được an táng tại Ngàn Trươi, thuộc vùng núi Vụ Quang.

tuoi ngoc 23

A P P E N D I X E

Iowa Code, Section 280.4
Relating to Non English Speaking Student Programs

4200-D11291-10/80

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Alternative Programs Section
Grimes State Office Building
Des Moines, Iowa 50319

PUBLIC INSTRUCTION DEPARTMENT (670)

Pursuant to the authority of section 280.4(19) subsection 2 of the Code the following new chapter 670-57, is entitled Non-English Speaking Student Programs.

670--57.1(280) Scope. These rules apply to the provisions of the identification of non-English-speaking students requiring special instruction and to the application procedures for securing fiscal support.

57.2 Definitions. As used in these rules.

57.2(1) "Non-English speaking student" refers to an individual whose ability to comprehend, speak, write or read English is impeded because the student's native language is other than English.

57.2(2) "Special instruction" shall mean a structured language learning process designed to teach the English language to students whose native language is other than English.

57.2(3) "Transitional bilingual instruction" shall mean a program of instruction in English and the native language of the student, which continues until the student demonstrates a functional ability to speak, comprehend, write and read the English language at a level commensurate with the student's English speaking peers. Transitional bilingual programs are characterized by language assessment, specific instructional objectives, bilingual methods, an appreciation of the student's native culture and the cultural diversity of the United States, and evaluation.

57.2(4) "English as a second language" shall mean a structured language acquisition program designed to teach English to students whose native language is other than English. This program is characterized by language assessment, specific instructional objectives, English as a second language methods, provision for integration with the school's total educational program and evaluation.

57.3 School Responsibilities.

57.3(1) Student identification and assessment. A school shall use the following criteria in determining a student's eligibility:

a. In determining the student's primary language the school shall ascertain the first language acquired by the student, language most often spoken by the student and the language spoken in the student's home.
b. Students identified as having a primary language other than English must be assessed. Assessment of the student takes place in two stages. In the first stage, the school must test the student's proficiency in English to determine whether the student is eligible for any services. Only limited-English-proficient students are eligible for services. In the second stage, the school must utilize a diagnostic/prescriptive assessment process for each limited English proficient student to determine instructional placement and grouping.

57.3(2) Staffing. Teachers in a transitional bilingual program or an English as a second language program must possess a valid Iowa teaching certificate.

57.4 Department responsibility. The Department shall:

57.4(1) Provide application forms for requesting grants from the school budget review committee for non-English speaking student program a minimum of 45 days prior to the application due date on the second Monday in April.

57.4(2) Review all applications referred to it by the school budget review committee and provide to that committee recommendations concerning funding of the program. Applications not meeting eligibility requirements shall be returned to the district with written comments concerning needed information or clarification.

57.4(3) Advise and assist schools in planning, implementation and evaluation of non-English speaking student programs.

57.5 Application eligibility. School districts desiring fiscal support must provide assurance their program for the non-English speaking student contain the following provisions.

57.5(1) Placement. Placement of identified students shall be in accordance with the following:

a. Students enrolled in a program of transitional bilingual education or English as a second language shall be placed in classes with students of approximately the same age or level of educational attainment to the extent possible.

b. When students of different age groups or educational levels are combined in the same class, the school shall ensure the instruction given is appropriate to each student's level of educational attainment.

c. A program of transitional bilingual instruction may include the participation of students whose native language is English in order to prevent the segregation of students on the basis of national origin, and to broaden the understanding of students about languages and cultural heritages other than their own.

57.5(2) Length of program. An individual student program shall be concluded by utilizing a nationally, state, or locally recognized testing program. The achievement measure shall determine the students functional ability to speak, comprehend, write and read the English language at a level commensurate with the student's age.

57.5(3) Staff inservice. Schools shall develop a program of inservice activities for all staff involved in the educational process of the non-English speaking student.

57.5(4) Nonpublic school availability. English as a second language and transitional bilingual programs offered by a public school district shall be made available to nonpublic school students residing in the district.

57.6 Funding. The school district may submit an application to the school budget review committee for funds to support non-English speaking student programs.

57.6(1) Grants made to a local school district shall not exceed the difference between four hundred dollars per pupil and the funds available for non-English speaking students from other federal, state and local programs.

57.6(2) A public school district may receive funds for nonpublic school students attending an English as a second language or transitional bilingual program offered by the local school district.

57.6(3) When approved applications submitted to the school budget review committee exceed the appropriated sum, funds will be granted to all applications on a prorated basis.

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Alternative Programs Section
Grimes State Office Building
Des Moines, Iowa 50319

NON-ENGLISH-SPEAKING LEGISLATION

Code of Iowa

CHAPTER 280, SECTION 280.4
as amended by Senate File 2304
of the sixty-ninth general assembly,
1982 session

280.4 Medium of instruction. The medium of instruction in all secular subjects taught in both public and nonpublic schools shall be the English language, except when the use of a foreign language is deemed appropriate in the teaching of any subject or when the student is non-English-speaking. When the student is non-English-speaking, both public and nonpublic schools shall provide special instruction, which shall include but need not be limited to either instruction in the English language or a transitional bilingual program, until the student demonstrates a functional ability to speak, write, read and understand the English language. As used in this section, "non-English-speaking student" means a student whose native language is not English and whose inability or limited ability to speak, write or read English significantly impedes educational progress.

1. The board of directors of a school district may submit an application to the school budget review committee for funds provided by ~~Acts of the Sixty-eighth General Assembly, chapter 18, section 7, subsection 10,~~ for instruction in the English language, a transitional bilingual, or other special instruction program when support for the program from other federal, state or local sources is not available or is inadequate. The department of public instruction shall review all applications for funding and provide recommendations to the school budget review committee regarding their disposition. The school budget review committee shall not grant funds to a public school for instruction in the English language, a transitional bilingual or other special instruction program unless the program offered by the public school is available to nonpublic school students in the district.

2. The department of public instruction shall promulgate rules relating to the identification of non-English-speaking students who require special instruction under this section and to application procedures for funds available under this section.

3. Grants made to a school pursuant to this section shall not exceed four hundred dollars for each student in the program. A public school may receive funds for nonpublic school students attending the program offered by the public school. However, the amount granted for each nonpublic school student in a program shall not exceed the amount granted for each public school student in the program. [C24, 27, 31, 35, 39,§4254; C46, 50, 54, 58, 62, 66, 71, 73,§280.5; C75, 77, 79, 79,§280.4; 68GA, ch 13,§18, 19]

SENATE FILE 2304 - 1982

Sec. 47. There is appropriated from the general fund of the state to the school budget review committee for the fiscal year beginning July 1, 1982 and ending June 30, 1983 the sum of two hundred thousand (200,000) dollars, or so much thereof as is necessary, to be used for grants to public schools and for nonpublic school pupils for special instruction for non-English-speaking students as provided in section 280.4 in section 48 of this Act.

Sec. 48. Section 47 of this Act,

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